

**USAID PARAMETERS**

**FOR THE CETT PROGRAMS  
IN CENTRAL AMERICA**

**Basic Education and Policy Support (BEPS) Activity  
Contract No. HNE-I-00-00-00038-00**

## **USAID parameters for the CETT program in Central America:**

### Non-negotiable conditions for the program include:

1. The focus of the program is reading in the early primary grades.
2. The program priority is improving teachers' classroom practices, not strengthening institutions. For this reason, impact indicators and program evaluation must focus on teachers and students. Nonetheless, the program will have an impact on the institutions that participate.
3. The organizational structure must be managerially efficient and cost effective so that resources reach the classroom.
4. The program must have a pan-subregional vision, with a design that benefits all the countries of the subregion.
5. The program must have a participatory process.
6. USAID is the final arbiter of the program plan.
7. The institution with whom USAID contracts for the program must be Central American, not Mexican or Dominican.

### USAID preferences and recommendations for the program:

1. Build on existing capacity. Work with existing strengths and support current reform efforts.
2. Start small and expand after positive results are demonstrated.
3. Work with innovative programs, innovative schools and change agents. Work with those who have demonstrated a commitment to making a change in this area.
4. Build on the analytical work that has been done and other inputs already received. This work forms the basis for decision making.
5. Make a grant to one institution with a pass-through to other institutions and determine a scope of work for each organization working on this program. Each institution would have a budget associated with this program, but the money would pass through to each institution through the institution who signs the contract with USAID. The formation of a consortium would not be viable from an administrative point of view; it is more efficient for USAID to work with one institution directly. (The coordinating institution

will distribute funds without charging overhead on the budgets of the other institutions working on the program.)

7. Mix and match institutions to find the constellation of institutions that will do the best job. Participation in this meeting does not guarantee a leadership role in the program.

8. Choose an institution with a pan-Central American perspective, with the capacity to coordinate all of the countries of Central America, the Dominican Republic and Mexico.

9. Design a program with flexibility and creativity to deal with difficulties that come along the way.

Points to consider:

1. The program will focus on serving rural, disadvantaged students and would like to use ICT to distribute materials and deliver services. Strategies must take into consideration the appropriateness of using ICT to reach this population, which often has very poor access to technology.

2. The design of the program must create a win-win situation, while at the same time valuing efficiency in the management model. It is necessary to concentrate on every institution winning, not in how much each is winning.

3. The time pressure for this program must be considered. The funding is available currently. USAID would like to explore a grant as a step toward eventually signing a cooperative agreement. During the first year of funding, the model could be developed. The second-year funding would be contingent on completion of a detailed implementation plan.

**The design group agreed on the following points:**

1. The contracting process will consist of one institution signing a cooperative agreement with USAID. This coordinating institution will subcontract with the rest of the institutions, which have responsibilities in specific areas of activity for CETT (see #6 below for designated areas of responsibility).

2. The Center of Excellence will function as a consortium, with a coordinating institution and others responsible for specific components as part of the production level, complemented by institutions in each of the program's beneficiary countries.

3. In order to ensure the participation of the all of the countries of the region in the Central American CETT, an institution in each country will be selected to participate as a national center which will deliver services and materials produced for CETT.

4. Institutions will participate in CETT at two levels: at the production level and at the delivery level. The production level will involve a group of institutions with capacities in specific areas of responsibility. This production group of institutions will then coordinate with institutions serving as national centers to deliver materials and training.

5. The coordinating institution should have the following characteristics: the ability to work within the USAID parameters, leadership in academia and in teacher training, political support within the government for the initiative, managerial efficiency, regional perspective, commitment to serving regional above national interests, capacity to coordinate different institutions, commitment to the participative focus of the program, experience in management of international funds, capacity to guarantee pass-through funds, commitment to developing technical expertise in reading instruction for early primary-school teachers, favorable country positioning to contribute to the program, capacity to serve as a change agent and stability of the government and the institution.

Based on the criteria mentioned above, the areas of work to be developed for CETT and the capacities, interest and comparative added value of institutions, the meeting participants agreed that UPN in Honduras would be the coordinating entity for the Central American CETT.

6. The design group identified eleven areas of responsibility for the Central American CETT: links with U.S. institutions, coordination with MOEs, ICT, social marketing, program coordination and finances, private-sector partnering, diagnosis and assessment of student reading problems and performance, evaluation and monitoring of program progress, applied research (including philosophy and strategy) and materials and teacher training (including methods and content).

A matrix in Annex 1 shows which institutions are designated to be responsible (Rs) or to participate (Ps) in each area. The Rs are accountable for obtaining results, providing leadership in the assigned task, adjusting themselves to the desired objectives and facilitating exchange and communication among the Ps. In the areas in which Ps have experience, they will contribute their resources and expertise.

The Rs will be: UPN (program coordination and finances, private-sector partnering, evaluation—methods and content); ILCE (ICT); UVG (diagnosis and evaluation of student performance, applied research—philosophy and strategy); PUCMM (materials), national centers (coordination with MOEs, social marketing and private-sector partnering.) USAID is responsible for creating and maintaining links with U.S. institutions.

7. USAID requested that the group of institutions elaborate a plan of coordination for the first year of the program. During this first year, activities would be based on planning and coordinating the consortium institutions and countries, as well as the development of a detailed program design. If countries and institutions find that this planning process can be completed in less than a year, the CETT program can be executed earlier than anticipated under this schedule.

8. Representatives of the institutions and MOEs at this meeting reconfirmed that the MOEs in each of the eight countries involved in the Central American CETT will have an advisory role rather than a direct management role in the program.

9. An executive committee will be formed, made up of representatives from UPN, Rs, FEPADE and USAID. This committee will determine a framework for implementation of the program.

10. A coordination committee will also be organized of program directors at the national centers in each of the eight countries involved in the Central American CETT, along with representatives of Rs, Ps, MOEs and USAID.

**Next Steps:**

<i>Steps</i>	<i>Responsible Party</i>	<i>Date</i>
Meeting report for distribution	CAII	6/7
Proposal framework to involved parties	USAID	6/7
Draft of conceptual framework	UPN	6/14
Meeting in Miami Agreements on conceptual framework and plan	Designated group	6/26-27
Draft of individual components for proposal	Institutions responsible for specific components	7/15
Final proposal written	UPN	7/31

## Annex 1: Institutions and Areas of Responsibility

P=Participation, R=Responsibility

Institutions/ Areas of responsibility	P U C M M	F E P A D E	U P N	U V G	I L C E	MOE CECC &SEP (in Mex)	USAID	National Centers
1.Links with U.S. institutions			p				R	
2.Coordination with MOEs			P			P	P	R
3.ICT	P				R			P
4.Social marketing						P	P	R
5.Program coordination and finances		P	R	P	P			
6.Private-sector partnering		P	R		P		P	R
7.Diagnosis and assessment of student reading problems and performance	P		P	R		P		
8.Evaluation and monitoring of program progress	P	P	R	P		P	P	P
9.Applied research (philosophy and strategy)		P	P	R	P			
10. Materials	R		P	P	P	P (SEP)		
11.Teacher training (methods and content)	P	P	R	P	P	P		P

## **Process**

The discussion during the two-day meeting focused on the following subjects:

- The integration of the new participants into the process and dynamics of the CETT design and preparation for writing the proposal.
- The adoption of an integrated conceptual framework.
- Review and adjustment of the roles and responsibilities of the institutions participating in the consortium.
- Review, discussion, and clarification of each institution's responsibilities to develop the section of the proposal on its respective component.
- Guidelines, format and timeline for writing the proposal.
- Strengthening of the relationships among the institutions forming the consortium to facilitate the implementation of the program.

David Evans stressed how well positioned the Centers of Excellence for Teacher Training program is to the present general political predisposition towards education. President Bush is very interested in including education in his presidential agenda and in making funds available for educational programs. USAID is now preparing a \$225 million education project (\$75 million for three years, starting in 2004) focused on workforce development that starts in primary education and continues through secondary education.

While political emphasis is being placed on education in the U.S., it is imperative to try to extend the momentum to Central American countries, and keep ministries of education and the CETT participating institutions (national centers) informed of the program's progress. To this end, USAID will send a letter stating which countries will be hosting the pilots. The letter will also include information about the national centers' participation in the first year of the program through activities such as technical discussion of the program, research development, and the provision of experts to work in gathering and chronicling regional best practices.



A simultaneous public announcement of the Central American CETT will be made to the press in each consortium member country. To coordinate this activity, USAID will send a letter to the local USAID missions and U.S. ambassadors announcing that the signature of the Memorandum of Understanding between USAID and UPN will take place in Honduras.

David Evans announced that the Public Education Secretariat of Mexico would be a partner, acting as a resource to the Central American CETT, offering their expertise, personnel and materials to the members of the consortium.

Below is a complete list of agreements made at this second design meeting:

- FEPADE will assume responsibility for the social marketing component and will submit a strategic plan for the first year of the program and a plan to transfer responsibility to the national centers.
- FEPADE is responsible for proposing and coordinating the regional strategies to establish alliances with the private sector. See annex no. 1 with the new matrix.
- With the purpose of improving communication channels, the UPN will acknowledge receipt of all the correspondence received.
- Every country will identify a contact person within the Ministry of Education to facilitate the ongoing communication flow.
- USAID announced the role of the Secretary of Public Education of Mexico as a partner in the CETT program.

*Agreements that require action*

- PUCMM distributed a document with the desired teacher profiles and expects feedback from the rest of the group by Friday, July 5.
- PUCMM will prepare a draft of the theoretical framework that will be distributed to the rest of the group for feedback.
- CAII will provide a list of private-sector companies that have shown interest in contributing to the CETT and the kind of contribution they will be willing to give.

- To keep the ministries of education and the national centers informed of the program's progress, USAID will send a letter stating which countries will be hosting the pilots and how national centers will participate in the first year of the program.
- A simultaneous public announcement of the Central American CETT will be made to the press in each consortium member country. To coordinate this activity, USAID will send a note to the local USAID missions and ambassadors announcing that the signature of the Memorandum of Understanding between USAID and UPN will take place in Honduras.

#### *Agreements about the proposal*

- Regarding the contracting process, USAID communicated that:
  - The contracting responsibility of the Central American CETT program has been transferred to USAID Honduras.
  - During the first year of the program, USAID Washington has decided to use a grant as the contracting mechanism instead of a cooperative agreement.
  - USAID Honduras will establish the grants for the first year of the program with each consortium institution responsible for a program component.
  - The cooperative agreement contracting mechanism will be adopted for the four years of the program remaining after the initial planning year.
  - Once the cooperative agreement is in effect, UPN will subcontract with the rest of the consortium institutions with no overhead charge.
  - The cooperative agreement mechanism will not require a bidding process for subcontracting with consortium institutions.
- Regarding the budget, USAID confirmed that:
  - On or about July 10, USAID will decide on the approximate percentage of overhead the participating institutions can include in their budget.
  - Each institution must include in its proposal its own budget for the component it is responsible for, including overhead and the institution's contribution. The institution's contribution can be in-kind (e.g., office space, personnel, equipment, etc).
- USAID established that attendance to conferences and seminars is authorized in so far as it is pertinent and justified in developing the planning activities of the first year. Participation costs should be included in the budget.
- USAID suggested that the final proposal for the first year of the program should be approximately 25 pages in length, but that is not a mandatory limit.
- Regarding the program goals included in the proposal, USAID mentioned that:
  - The proposal should concentrate on the goals for the first year and not confuse first-year goals with the long-term program goals.

- The proposal for the first phase of the program does not need to include goals with quantitative figures. The proposal can include figures related to the pilot, but not necessarily specific figures for the first year.
- In writing the proposals for each component, the consortium institutions should:
  - Take the initiative to develop all necessary actions of the program component.
  - Make sure that there is effective coordination among the different components; for example, the institution responsible for the training component should coordinate with the institution responsible for preparation of materials.
  - Include consultations with the participating (Ps) institutions within each component in the proposals.
  - Consider appropriate use of technology when developing the proposal.
  - Send the document in Spanish, and UPN will translate the final proposal into English for submission to USAID.
- During the week of July 1-5, UVG will send a list with the priority research areas, as well as the approach for basic research, after which time the rest of the group will provide feedback that will be incorporated into the applied research component.
- ILCE will provide the approximate cost for installation and operation of possible networks to be used by the institutions, based on the minimum technological capacities required.
- UPN's responsibilities regarding the proposal include the following:
  - Prepare a draft of the pilot, which will be circulated among the rest of the institutions for feedback.
  - Create a timeline for the first year of the program.
  - Write a proposal for review by executive committee of the organizational design of the consortium, indicating the functions of the different responsibilities at the varying levels.
- FEPADE will write an integrated piece of the proposal including both the alliances with the private sector and social marketing components.
- CAII will send an example of the line items in a budget.
- USAID informed the meeting participants of the following proposal format to follow:

## 1. Introduction

i. Description of the component

ii. Situate the component in the context of the program

## 2. Planning for the first year

- i. Activities
  - ii.Expected outputs
  - iii.Vision for the four-year life of project implementation
- 3. Coordination
  - i. Among the components
  - ii.With ILCE and SEP (Mexico)
  - iii.With U.S. and Central American institutions
- 4. Timeline
- 5. Budget
- 6. Prerequisites

*Agreements modifying the conceptual framework submitted June 27*

- In the section on selecting pilot schools, change the document to read as follows: schools to participate in the pilot will be selected among those that do not receive support from other projects or donors in reading programs.
- The conceptual framework was also modified consistent with the decision to conduct the pilot in five schools in each of four countries, making a total 20 schools. These countries are El Salvador, Honduras, Guatemala, and the Dominican Republic.

*Organizational composition of the consortium*

- The executive committee of the CETT for Central America and the Dominican Republic will be formed by USAID and one representative (preferably the same one throughout the program) from FEPADE, PUCMM, UPN, UVG, ILCE and SEP (non-voting member.)
- A management unit within UPN will be in charge of the program coordination.
- A technical committee working under the program management unit (at UPN) will be created.
- The level of responsibility of the institutions that are part of the executive committee is not the same as that of the national centers. See annex no. 3.

- Given the importance of the Director of the Project, 3-5 candidates for this position will be submitted by UPN to the executive committee for review. The nomination must be unanimously approved by the executive committee. USAID will offer final approval for the hiring of a candidate for this position.
- Each institution's proposal will be sent to UPN by July 15. See next steps.

In order to facilitate communication among the CETT participating institutions, ILCE will send a sample of a communication forum so that consortium members can get acquainted with the system and take advantage of this tool.

### Next Steps

#### *Timeline of activities*

<b>Responsible Institution</b>	<b>Action</b>	<b>Date</b>
Consortium institutions	Send feedback on the teacher profile document submitted by PUCMM.	7/5/02
USAID	Send approximate overhead percentage to consortium institutions.	7/10/02
Consortium institutions	Write and send section of the proposal on institution's assigned program component, including budget.	7/15/02
USAID and CAII	Travel to Tegucigalpa, Honduras to provide technical support in writing the proposal.	7/15-20/02
UPN	Submit the complete proposal to USAID.	8/15/02

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1.Links with U.S. institutions			p				R	
2.Coordination with MOEs	P	P	P	P		P	P	
3.ICT	P		P		R			
4. Social marketing  and  Alliances with the private sector	P	R	P	P	P		P	
5.Program coordination and finances	P	P	R	P	P			
6.Diagnosis and assessment of student reading problems and performance	P	P	P	R		P		
7.Evaluation and	P	P	R	P		P	P	

monitoring of program progress								
8.Applied research (philosophy and strategy)	P	P	P	R	P			
9. Materials	R		P	P	P	P (SEP)		
10.Teacher training (methods and content)	P	P	R	P	P	P		